

# Class One

## Steps to Becoming Physically Active

### Getting Started for the Whole Family

#### Objectives:

By the end of this class participants will:

- Know about the physical activity curriculum.
- Being able to live a healthier and longer independent life.
- Learn how to avoid obesity and the factors associated with it.
- Be ready for physical activity and learn how to take your pulse.
- Getting to know the class participants.



### Materials and Supplies

To conduct this class you will need:

- Name tags
- Black board and chalk or several large pieces of poster paper, masking tape, and a marker.
- Five empty one liter plastic bottles.



### Handouts

Give participants these handouts during the class:

- 1-1 Heart Model
- 1-1a What am I-Heart discussion for younger ages
- 1-2 Getting Ready to Get Active as a Family or as an individual
- 1-3 The Physical Activity Readiness Questionnaire (PAR-Q) for Adults
- 1-3a The PAR-Q for age 5 to 14
- 1-4 Finding your Resting Heart Rate Handout

- 1-5 Pre-test for curriculum evaluation



## Class Outline

### Introducing the class

1. Welcome
2. Program overview
3. Program rules

### Conducting the session

1. Getting to know each other (use icebreaker)
2. Getting to know the secrets of the heart
  - a. The heart and its structure
  - b. How the heart works
3. Physical Activity Readiness (PAR) Questionnaire (homework)

### Review of key points/homework

### Closing

Introduce journal entries in remaining classes.

Introduce physical activity program in remaining classes.



# Introducing the Class

## 1. Welcome

- **Introduce** yourself as people walk in.
- **Ask** each person his or her name. **Write** it on a name tag. **Give** each person a name tag.

- **Welcome** the participants to the class. **Tell** them that you are very happy to see them.



## 2. Program Overview

- **Say:**

Heart disease is the number one reason why people die in this country. People being inactive and over weight are risk factors that contribute to heart disease, high blood pressure, high cholesterol and diabetes in men and women, both young and old.

- **Say:**

Together we will learn about the risk factors for heart disease and inactivity. We will also learn things you and your family can do to have a healthy heart and be active.

- **Say:**

This physical activity program has eight classes. These classes cover several topics and will always include a physical activity. (Show the names of the classes on the black board or a large piece of paper.)

1. Steps to Becoming Physically Active (covers basic information on heart disease prevention and physical activity readiness).
2. Be More Physically Active
3. Making it Work for You
4. Let's Keep Moving
5. Eating Well and Moving More
6. Keeping it Fun
7. Staying Fit in Your Future
8. Review and Graduation

- Say:

Please come to all of the classes. I will lead the classes, but I need each of you to participate. This will help you learn the information and enjoy the classes more. Please feel free to ask questions. Your questions also help others to learn.



### 3. Program Rules



**Note:** This section will help participants feel like a team. It will also make it easier to teach.

- Say:

Everyone will feel more at ease if they know what to expect from this program. Before we begin, let's talk about the best way to run the classes. Let's agree as a group on a few basic rules.

- Say:

This program takes effort and time from each person. It is important for you to attend each class and arrive on time. The classes are about one hour long.

- Ask:

1. How do you want to meet? (Once a week, two times a week, etc.)
2. Is this a good time to meet? (If not, set a meeting time that is best for everyone.)
3. Is this a good place to meet? (If not, decide on a location that is best for everyone.)



**Note:** Give group members 2 to 3 minutes to answer each question. Help them choose one answer that most people like. Then go on to the next question.

▪ Say:

Here are some things that you can do to help you learn the most from the classes.

1. Feel free to ask questions.
2. Please tell about your personal experiences. This will make the program more meaningful to all of us.
3. Try to stay on the subject. We will have a lot of information to talk about in a short time.

▪ Say:

Because you will share your experiences and opinions, we need to agree on a few things.

▪ Ask:

1. Do you agree to keep other participants comments to yourself?
2. Do you agree not to judge others?

▪ Ask:

1. Do you have other rules that you would like to talk about?
2. Do you agree to try to come to all of the classes?
3. Do you agree to try to have a positive attitude in the class?



# Conducting the Class

## 1. Getting to know each other

- Say:

We'll begin today's class by introducing ourselves and getting to know each other a little better with an ice breaker activity (*see Appendix for Activities for another ice breaker*).

- Ice Breaker Activity:

- Say:

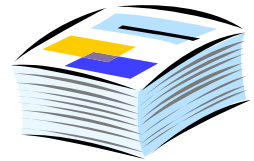
- Find a partner they do not know and pair up with them.
- Introduce themselves to their partner and tell what physical activity they enjoy or have done in the past.
- Have them tell their partner why they came to this program and what they hope to learn.
- Then have each person introduce their partner.



**Note:** Start this activity by introducing yourself and sharing your favorite physical activity. Tell the group why you are interested in physical activity and heart health. Be honest and talk about yourself. Then let the class members introduce their partners. If there is an odd number of participants be

sure as the instructor to pair up with one of the class members. This first class may take more than an hour because of the group getting to know each other and covering the classroom rules.

**Note:** At this time you will need to pass out the pre-test for the curriculum evaluation and explain that this is a tool to see how much everyone knows about physical activity and its benefits before we start teaching about the material in the class. Explain also that this test will be given again at the end of their last lesson.



## **2. Getting to know the secrets of the Heart**

- Say:

Now we know a little about each other. Let's get to know a few facts about the heart.

### **A. The Heart and its Structure**



**Note:** For younger ages use lesson handout 1-1a pages 1 through 3 for discussion about the heart and its structure. Utilize the two heart model handouts 1-1b and/or 1-1c for younger ages. These handouts may also be used in an adult class if needed.

- Say:

The heart is an amazing part of the body. It can pump about five liters of blood every minute. It beats about 100,000 times a day.



**Note:** As the instructor, put five 1 liter bottles filled with water (*about 4 cups of water in each bottle*) on a table. Remind the group that the heart pumps

this amount of blood each minute. The more physically fit we become the stronger the heart becomes. This way the heart is able to pump more blood with less effort.

▪ Say:

The heart sends blood to the lungs to pick up oxygen. Then it delivers oxygen to all of the cells to the body.

▪ Say:

You can feel the beat of your heart by taking your pulse.

The easiest place to find your pulse is on the inside of your wrist just below your thumb. Place your middle and



index fingers lightly against the vessel at that location. Chances are you will feel a little ka-plomp, ka-plomp, ka-plump. That's your pulse. If you don't feel it, don't panic! You may be pressing too hard, just relax and move your fingers around in that area beneath your thumb until you do. Now, when the teacher says start count how many times your heart beats in one minute and write it down here.

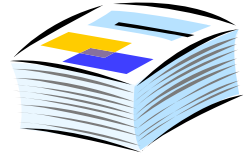


**Note:** Show the group how to do this and pass out the “Finding your Resting Heart Rate Handout”. Allow the class members to review the handout for a couple of minutes before checking their pulse.



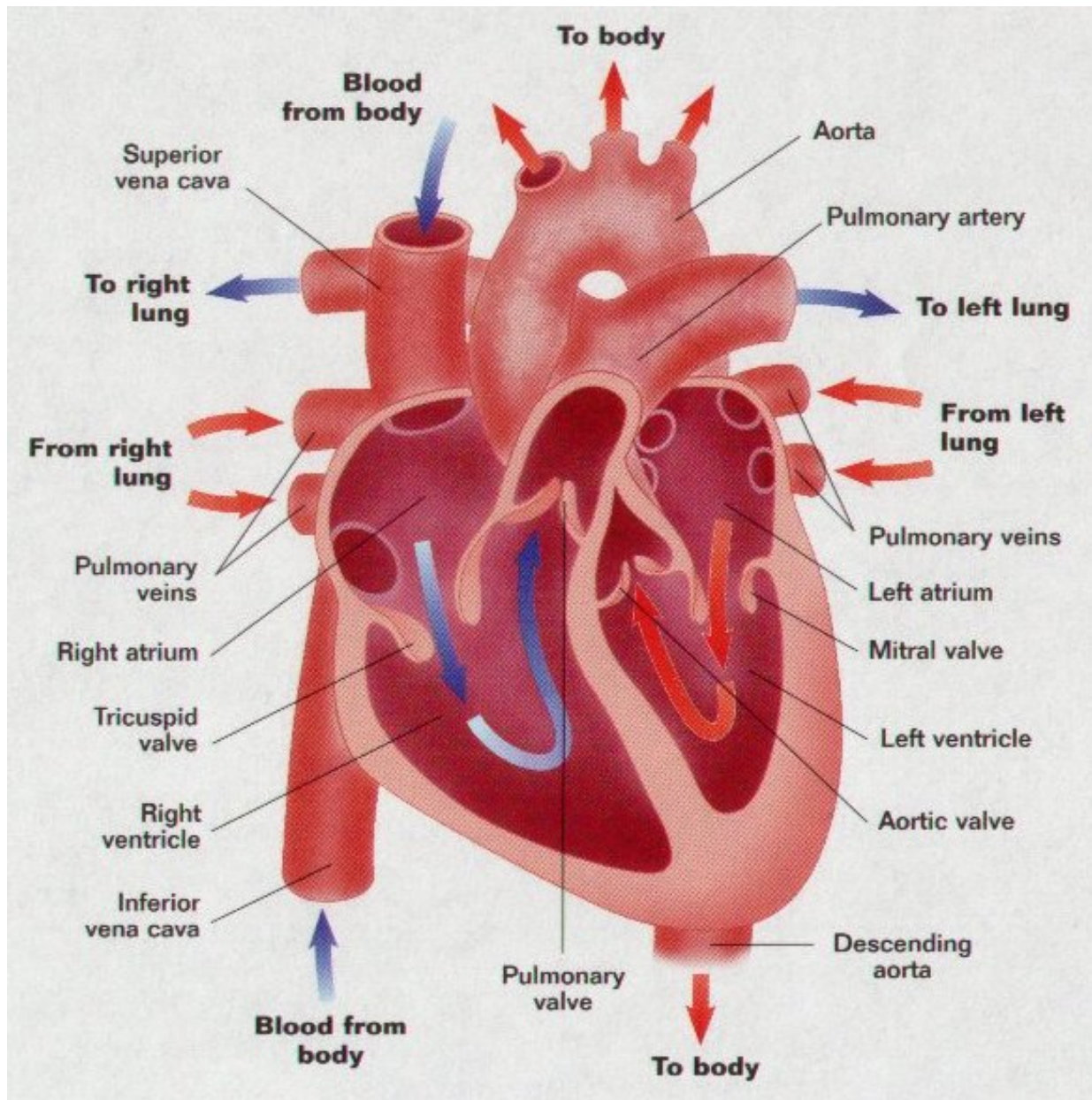
## B. How the Heart Works

- Show handout 1-1 of heart model. If you have a younger age group please use age appropriate model as indicated in your class folder.



- Say:
  - The heart is a hollow, muscular, cone-shaped organ, about the size of your fist. (*Hold up your fist for the group members to see and place it on the middle of your chest*)

## Heart Handout



- Point out each part of the heart. (*Mainly point out the right and left atrium, which are the upper chambers and point out the right and left ventricles which are the lower chambers*). These are the four main areas with which we are concerned.

- Say:
  - The heart has two upper chambers and two lower chambers.
  - The upper chambers (right atrium and left atrium) receive blood.
  - The lower chambers (right ventricle and left ventricle) pump blood.
  - The heart is part of the circulatory system. The circulatory system is made of all the vessels that carry blood throughout the body.
  - The blood vessels are long, hollow tubes like drinking straws.
  - The blood vessels carry blood to and from the heart to the rest of the body.
  - Blood with little oxygen enters the right top chamber (right atrium).
  - Blood then flows down to the right lower chamber (right ventricle) so it can be pumped out to the lungs.
  - In the lungs, the blood is cleaned and receives more oxygen.
  - The blood rich with oxygen, returns to the heart and enters the upper left chamber (left atrium).
  - The blood then flows down to the lower left chamber (left ventricle) and is pumped to all of the body organs and tissues.

## Review of Key Points/Homework

Since the heart is such an important pump you want to keep it free from heart disease such as a heart attack, a stroke, or clogged blood vessels.

When the heart stops life stops. So when you take care of your heart you take care of your life. Through physical activity and healthy eating we can do our part in taking care of our heart.

- Say:

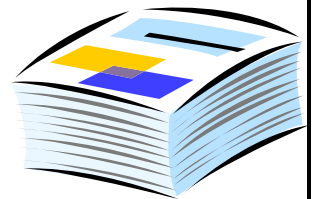
It can be hard to change old unhealthy habits and learn new healthier ones.

This program will teach you what you need to know and how to make these changes slowly no matter what your age. When others see the healthy changes you have made in your life; that may help them make changes in their life too.



**Note:** Give Participants the “Getting Ready to Get Active as a Family” handout and the “Physical Activity Readiness”

questionnaire (PAR-Q) as **homework**. If you have a younger age class hand out the PAR-Q for ages 5 to 14 and ask participants to get their parents to complete the form. Ask participants if they have questions concerning the homework.



- Say:

Please make sure you bring both of these forms back next week completely filled out.



## Closing of Class Time

- Say:

We will be closing this part of our class. Next week and every week thereafter please wear comfortable walking shoes and clothing to the class. The reminder of the class will always have a physical activity section and a journal writing activity. So please come prepared to participate in fun and healthy activities.



**Note:** As the instructor be prepared for those not comfortable writing. Allow them to discuss their goals and activities each week.

- Say:

I am looking forward to seeing all of you at the next class. Thank you for coming today.



## Community Outreach



**Note:** As the instructor please follow up with class participant's mid-week to see if they have any questions with their PAR-Q form and their Active as a

Family form. If you have a younger age group class, make sure you speak with their parents and remind them to complete the PAR-Q form for their child. Be sure and remind them both forms need to be completed for the next class



**Note:** As the instructor think about today's class. What worked and what didn't? Have you thought about making any changes in your own life that were covered in today's class? Please record your thought here.

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### Family Outreach Tips:

Each week the class participants will be given a handout on the family outreach tip for that lesson. These outreach tips are to be used by the participants to encourage them to reach out to their family, friends, and neighbors with what they have learned about being physically active. These family outreach tips will be in the handout section of every lesson.



Lesson format referenced from the Department of Health and Human Services, Public Health Service, NIH, NHLBI, "su Corazon, su Vida", May 2000